

Unit 3: Collection 8

Selection Reading Focus

GRAPHIC ORGANIZER

I heard a Fly buzz—when I died Emily Dickinson

My life closed twice before its close

Emily Dickinson

UNDERSTANDING MOOD Use a graphic organizer like the one below to note words and images that work together to establish the mood of “I heard a Fly buzz—when I died” and “My life closed twice before its close.”

“I heard a Fly buzz—when I died”

died

stillness

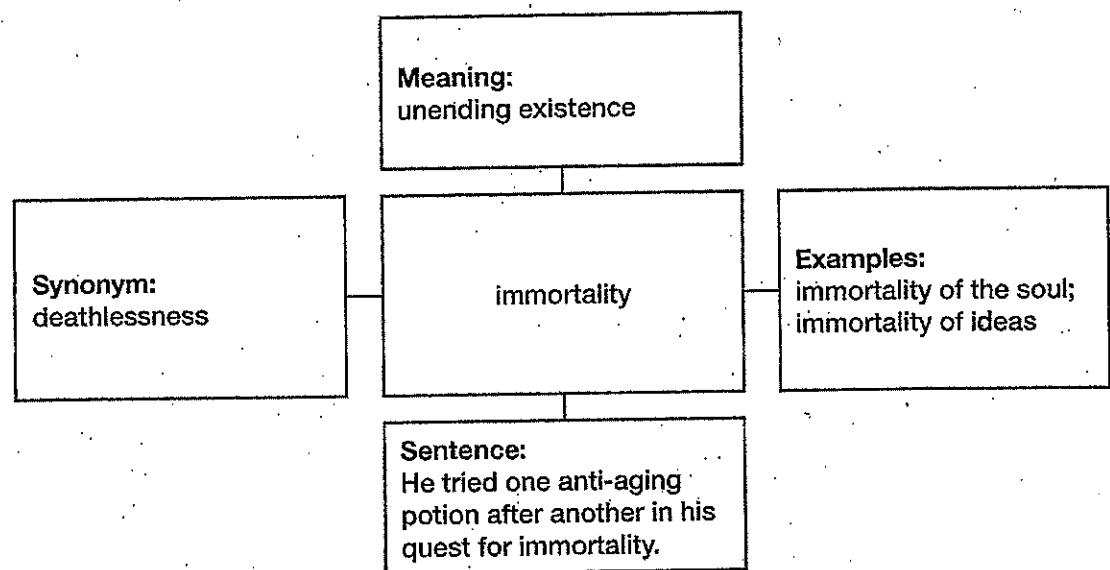
fly—symbol of death

Mood:

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Vocabulary Development**SKILL BUILDER****Because I could not stop for Death** Emily Dickinson**Activity 1: Semantic Mapping**

Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map for each of these vocabulary words from "Because I could not stop for Death" on your own paper: *civility*, *surmised*.

Example**Activity 2: Exploring Deeper Meanings**

Choose the statement that provides an accurate example of the meaning of each vocabulary word.

1. immortality

- A) The words of Martin Luther King, Jr., will endure for all time.
- B) The call for racial equality by Martin Luther King, Jr., was spoken with great eloquence.

2. surmised

- A) The speaker carefully pondered the question and gave his weighty analysis.
- B) The speaker speculated that one of the solutions was the best option.

3. civility

- A) The new employee was impressed with her coworkers' expertise.
- B) The new employee was impressed with the courteousness of her coworkers.

Unit 3: Collection 8, Vocabulary Development *continued*

Activity 3: Changing Contexts

Each vocabulary word from "Because I could not stop for Death" is used at least once in the following paragraph. Fill in each word where it best fits the context.

Example I foolishly surmised that I should turn left; had I read the map I would have realized that the correct route was to the right.

immortality

civility

surmised

Modern-day quests for (4) _____ include cryogenic freezing. Cryogenic freezing involves freezing the body after death in the hope that a cure will be found for whatever ails the person. Proponents of cryogenic freezing believe in (5) _____; they believe that people can live forever. They have (6) _____ that freezing their bodies is the best way to cheat death regardless of the lack of supporting evidence. Other people do not believe in (7) _____ and view cryogenic freezing as foolish and a waste of money. Whatever you believe, be sure to treat others with (8) _____ if the topic comes up in discussion.

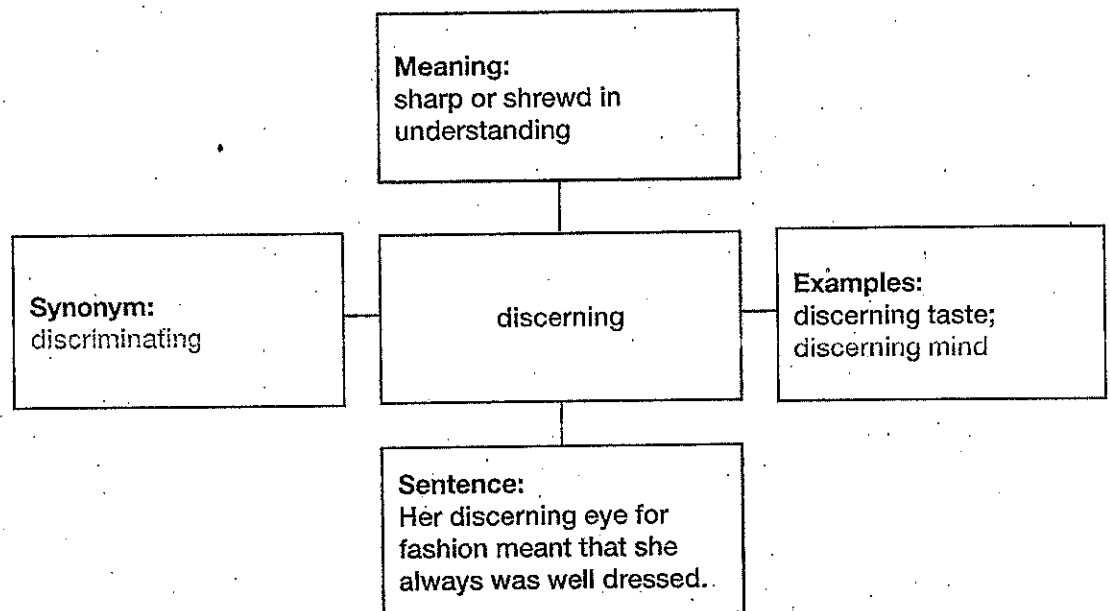
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Vocabulary Development

SKILL BUILDER

Much Madness is divinest Sense Emily Dickinson**Activity 1: Semantic Mapping**

Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map for each of these vocabulary words from “Much Madness is divinest Sense” on your own paper: *assent*, *demur*.

Example**Activity 2: Exploring Deeper Meanings**

Choose the statement that provides an accurate example of the meaning of each vocabulary word.

1. assent

- A) The teen asked his mother, “Will you agree to my working as a guide?”
- B) The teen told his mother, “I have signed up to work as a guide.”

2. demur

- A) The teen’s mother said, “I have to object to your plan to work as a guide.”
- B) The teen’s mother said, “I agree with your plan to work as a guide.”

3. discerning

- A) The teenager was especially proud of being chosen as the lead guide.
- B) The teenager was especially proud of being able to recognize the most dangerous trails.

Unit 3: Collection 8, Vocabulary Development *continued*

Activity 3: Changing Contexts

Each vocabulary word from "Much Madness is divinest Sense" is used at least once in the following paragraphs. Fill in each word where it best fits the context.

Example In the past, tradition required a prospective groom to ask his girlfriend's father to assent to the marriage.

discerning assent demur

Jason knew that his paper was late and his teacher was unlikely to

(4) _____ to an extension, but he was still going to try. The

teacher's (5) _____ eyes seemed to read his mind. "Is this

about the assignment that was due last week?" she asked.

"Before you (6) _____, please hear me out," Jason

pleaded. "I know that I have turned in carelessly prepared essays and late

homework and that I hardly ever participate in class discussions, but I am willing

to change."

The teacher stared at him steadily as if willing her eyes not to roll. "Why

should I (7) _____ to any proposal you may have?" she

asked.

"I ask you to (8) _____ to my request this time because I

am certain I can write a(n) (9) _____ essay on my topic."

"What is your topic?" the teacher asked.

"Jason replied, "One-hundred and one excuses students give their teachers."